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EDP382L: Research on Discourse Practices

Unique #10725; Room SZB 524
SCHEDULE AND SYLLABUS
(Version 1)
Spring, 2018

FIRST CHUNK OF CLASS: BACKGROUND AND BACKDROP

- Jan. 18 **Introduction and discussion of syllabus**
1st assignment due by 7 pm Jan 24
- Jan. 25 **Definitional issues about the construct of discourse practices**
- Feb. 1 **The big framework debates: Part 1**
- Feb. 8 **The big framework debates: Part 2**
- Feb. 15 **Methods used in research on discourse practices: Product vs process, retrospective interviews, ethnography, critical interpretation, and longitudinal studies**

SECOND CHUNK OF CLASS: Current topics on discourse practices (To be determined based on interests represented in class but here are the topics we had when I last did this class)

- Feb. 22 **Culture making through and cultural influences on discourse practices**
- Mar. 1 **Classroom Discourse**
- Mar. 8 **Identities, Voice, and Self in Discourse**
- Mar. 22 **Power, Positioning, and Discourse**
- Mar. 29 **Collaborative work in discourse processes**
Assignment **5**: Do some collaborative writing with someone
- Apr. 5 **Voice, self, and presence in discourse**
Assignment **3**: Most favorite and least favorite sentences
- Apr. 12 No class – American Educational Research Association
- Apr. 19 **Discipline-specific discourse**
- Apr. 26 **Self-Directed Discourse**
First draft of **2nd** assignment due anytime but no later than today
- May 3 Wrap-up and synthesis
- May 11 The final draft of the **2nd** assignment is due; also the **3rd** assignment is due.

Texts

The official readings for the course will be articles and chapters representing original sources in writing research and theoretical syntheses. The readings will be posted on the Canvas site for our class one or two weeks before the class meeting at which they will be discussed.

Assignments

1st Assignment

During the next week, I would like you to do three things **in the order specified**:

(1) Before you ever take even a short glance at the readings assigned for our next meeting (DON'T PEEK!), I want you to write a brief history of yourself (5 pages should do it) in terms of your **discourse practices**. In your biography, consider commenting on such things as your first memories of talking, of reading, or of authoring something; early school-age experiences related to reading or writing; when you became first aware of how you or others use language to do things; memories of how you responded either positively or negatively to feedback you receive on your use of language (either oral or written); how your writing has changed at different stages in your educational/professional career; vivid pieces of reading or writing you can describe (perhaps even some actual sentences you can recollect). Try not to be too self-conscious about your writing as you write this autobiography.

(2) Attached to the end of your autobiography and as a kind of culmination or conclusion to it, please write a definitional type statement of what you think a discourse practice is. Your statement should very much reflect your own personal definition, i.e. what you think you are doing when you engage in a discourse practice.

Please email me your autobiography of yourself as a writer. I will post these on Canvas in a folder under next week's Module. Please make a point of reading at least 3 people's biographies before coming to class. No need to respond to what anyone writes. Simply read and absorb the different ways people describe themselves as a writer. **DEADLINE: no later than 7 p.m., Tuesday, Jan 24.**

(3) Now, and only now, may you go on to read the assigned articles for the next class meeting.

2nd Assignment

One problem I have had in selecting our readings for this semester is that I keep worrying that there may be some excellent article out there somewhere that would be just perfect for our discussion, that I don't know about. Also, luckily for my students, I have come to realize there is such a thing as too many reading assignments for a class! Finally, I do want to encourage you to look in the current literature for articles that are relevant to you.

The purpose of the second assignment is to solve these problems. For any ONE of the topics we will discuss in class (a decision to which you will contribute), you are to find a current article on that topic and to produce a brief summary (no more than 2 pages in length, single spaced). After I have read your draft and given you feedback, we will make a copy of your summary available to other members of the class. The summary should tell us how it fits in with what else we've read and enough of what the article contains that we might not need to go read it ourselves. The first draft of this assignment is due to me anytime but no later than Apr. 26. Final draft is due by May 11.

3rd Assignment

Your third assignment is to reflect on some writing that you are doing as one of the more major writing projects that you have this semester. For the project itself, you should choose one of your existing academic writing projects, a relatively substantial piece like an article for submission to a journal or thesis or dissertation proposal, that is related in content to something we are discussing in class. For the reflection part, I want you to reflect on your feelings, thoughts, and ideas about the discourse practices involved in the project, making connections to the theories and models we are discussing in class. You may find your task helped by keeping a diary every time you deal with your writing project. By May 11, you are to hand in a copy of the writing project itself (at whatever stage of completion you have gotten it by then), especially polishing the section of the project that makes most direct use of what we're reading in this class as well as your final reflection on your own discourse practices. This final reflection need not be very long (I would think 3 to 5 pages might do it) but it should reveal your current understanding of what is involved in the discourse practices you engage in producing this academic writing.

On a separate page, as a conclusion to your reflection on your own discourse processes, and very much in parallel to what you did for the first assignment, please write a definitional type statement of what you NOW think a discourse practice is. Your statement should very much reflect your own personal definition, what you think you are doing when you are engaged in a discourse practice.

Other Short Assignments

Once we've decided what topics we will cover in the class, I will be able to know which of several possibilities would be appropriate as additional assignments that will allow us to reflect on our practice as discourse users. Below I am simply listing some examples I can think of that may be arise. Note that none of these should prove too hard or demanding.

Possibility #1: A revision assignment: Choose a short segment of text that you've written in the recent past. This segment could even be one of your entries in our written discussion. In terms of length, I'm thinking of something like a few sentences long, certainly not more than 2 or 3 paragraphs, that has a sense of self-contained coherence to it. Now set about to revise the text, observing how long it takes you and what processes you use in re-writing the text. Bring to class both the original and revision.

Possibility #2: Planning for writing or for talking: Bring to class a very sketchy description, a "To do" list if you will, of each of the different writing or major speaking projects to which you are currently committed. These would include ALL kinds of things, ranging from thank-you notes to talking to your child's teacher, to writing a thesis/dissertation. For each one, describe the steps that will be involved in preparing actually to get the task accomplished.

Possibility #3: Language and meaning-making: Bring to class four sentences (maybe 5):

1. Your most favorite sentence that you've produced, either oral or written
2. Your most favorite sentence that someone else has produced, either oral or written
3. Your most favorite sentence that you've produced as part of the written discussions we've had so far
4. Your most favorite sentence that someone else has produced as part of the written discussions we've had so far

And then only if you are so moved, bring:

5. Your least favorite sentence, by you or anyone else, that you've seen/heard

Note that these sentences may be favorites, or least favorites, for all kinds of reasons.

Possibility #4: Persuasive writing: Bring in an example of discourse in which you were trying to be persuasive.

Possibility #5: Collaborative writing: Your assignment for this day is to write something collaboratively. I would like it to be something you really do have to write with the person (perhaps a memo to co-workers or to a supervisor, or a co-authored conference proposal), but if there's nothing like that in your life right now, find someone with whom you could write something (e.g., another student in this class) and set about to work for about 1 hour. In class, we will discuss your experience.

Possibility #6: Online writing: I will give you a questionnaire to fill out that asks you to reflect on your experience in the written discussions as they compare to the oral discussions in this class.

Possibility #7: Personal writing: If you are willing and have available a diary entry, please bring it in. We will treat these gently.

References for Research on Discourse Practices, Schallert, Spring 2018

A tentative list of what we'll read

FIRST PART OF CLASS

Background readings (due before Jan. 25 and thereafter): The first two articles are a way to establish some common ground in talking about discourse practices.

Schallert, D. L., & Martin, D. B. (2003). A psychological analysis of what teachers and students do in the language arts classroom. In J. Flood, D. Lapp, J. R. Squire, & J. M. Jensen (Eds.), *Handbook of research on teaching the English language arts* (2nd ed., pp. 31-45). New York: Macmillan. **Read only pp. 31-34.**

Wertsch, J. V. (1991). A sociocultural approach to socially shared cognition. In L. B. Resnick, J. M. Levine, & S. D. Teasley (Eds.), *Perspectives on socially shared cognition* (pp. 85-100). Washington, DC: American Psychological Association.

For Jan. 25: Definitional issues related to discourse practices

Brandt, D. (1994). Remembering writing, remembering reading. *College Composition and Communication*, 45, 459-479.

Noll, E., & Fox, D. L. (2003). Supporting beginning writers of research: Mentoring graduate students' entry into academic discourse communities. *National Yearbook Conference Yearbook*, 52, 332-344.

Gee, J. (2001). Reading as situated language: A sociocognitive perspective. *Journal of Adolescent & Adult Literacy*, 44(8), 714-725.

Fairclough N. (1992). *Discourse and social change*. Cambridge, MA: Blackwell Publishers, Inc. ("Introduction" and Chapter 1 on "Approaches to Discourse Analysis" are the assignment)

For Feb. 1: The big framework debates: Part 1

Faigley, L. (1986). Competing theories of process: A critique and a proposal. *College English*, 48, 527-542.

Berkenkotter, C. (1991). Paradigm debates, turf wars, and the conduct of sociocognitive inquiry in composition. *College Composition and Communication*, 42, 151-169.

Fleckenstein, K. S., Spinuzzi, C., Rickly, R. J., & Papper, C. C. (2008). The importance of harmony: An ecological metaphor for writing research. *College Composition and Communication*, 60, 388-419.

For Feb. 8: The big framework debates: Part 2

Prawat, R. S., & Floden, R. E. (1994). Philosophical perspectives on constructivist views of learning. *Educational Psychologist*, 29, 37-48.

Bazerman, C. (1985). Physicists reading physics. *Written Communication*, 2, 3-23.

Baxter, L. A. (2004). Relationships as dialogues. *Personal Relationships*, 11, 1-22.

Bereiter, C. (1994). Constructivism, socioculturalism, and Popper's World 3. *Educational Researcher*, 23(7), 21-23.

For Feb. 15: Methods used in research on discourse processes: Product vs process, ethnography, critical interpretation, and longitudinal studies

Archibald, A., & Jeffery, G. C. (2000). Editorial: Second language acquisition and writing: A multi-disciplinary approach. *Learning and Instruction*, 10, 1-11.

Cintron, R. (1993). Wearing a pith helmet at a sly angle: Or, can writing researchers do ethnography in a postmodern era? *Written Communication*, 10, 371-412.

Bracewell, R. J. (1999). Objects of study in situated literacy: The role of representations in moving from data to explanation. *Written Communication*, 16, 76-92.

Janssen, D., van Waes, L., van den Bergh, H. (1996). Effects of thinking aloud on writing processes. In C. M. Levy & S. Ransdell (Eds.), *The science of writing: Theories, methods, individual differences, and applications*. Mahwah, NJ: Erlbaum.

SECOND PART OF CLASS (Topics will be determined by our interest. Below is what we read last time but with this semester's dates plugged in)

For Feb. 22: Culture making through and cultural influences on discourse practices

Ware, P. D., & Kramsch, C. (2005). Toward an intercultural stance: Teaching German and English through telecollaboration. *Modern Language Journal*, 89(2), 190-205.

Trainor, J. S. (2008). The emotioned power of racism: An ethnographic portrait of an all-white high school. *College Composition and Communication*, 60(1), 82-112.

Hartman, P. (2006). "Loud on the inside": Working-class girls, gender, and literacy. *Research in the Teaching of English*, 41(1), 82-117.

Rockwell, E. (2012). Appropriating written French: Literacy practices in a Parisian elementary classroom. *Reading Research Quarterly*, 47(4), 382-403.

For Mar. 1: Classroom Discourse

Aukerman, M., & Chambers Schuldt, L. (2015). Children's perceptions of their reading ability and epistemic roles in monologically and dialogically organized bilingual classrooms. *Journal of Literacy Research*, 47(1), 115-145.

Ford, M. J. (2012). A dialogic account of sense-making in scientific argumentation and reasoning. *Cognition and Instruction*, 30(3), 207-245.

Radinsky, J., Oliva, S., & Alamar, K. (2010). Camila, the earth, and the sun: Constructing an idea as shared intellectual property. *Journal of Research in Science Teaching*, 47(6), 619-642.

Beth, A. D., Jordan, M. E., Schallert, D. L., Reed, J. H., & Kim, M. (2015). Responsibility and generativity in online learning communities. *Interactive Learning Environments*, 23(4), 471-484.

For Mar. 8: Identities, Voice, and Self in Discourse

Moje, E. M., & Luke, A. (2009). Literacy and identity: Examining the metaphors in history and contemporary research. *Reading Research Quarterly*, 44(4), 415-437.

Burgess, A., & Ivanic, R. (2010). Writing and being written: Issues of identity across timescales. *Written Communication*, 27(2), 228-255.

Schwammlein, E., & Wodzicki, K. (2012). What to tell about me? Self-presentation in online communities. *Journal of Computer-Mediated Communication*, 17(4), 387-407.

Wohlwend, K. E., (2012). 'Are you guys girls?': Boys, identity texts, and Disney princess play. *Journal of Early Childhood Literacy*, 12(3), 3-23.

For Mar. 22: Power, Positioning, and Discourse

Pratt, M. L. (1991). Arts of the contact zone. *Profession*, pp. 33-40.

Gutiérrez, K. D. (2008). Developing a sociocritical literacy in the Third Space. *Reading Research Quarterly*, 43(2), 148-164.

Giroir, S. (2014). Narratives of participation, identity, and positionality: Two cases of Saudi learners of English in the United States. *TESOL Quarterly*, 48(1), 34-56.

Dutro, E., & Bien, A. C. (2014). Listening to the speaking wound: A trauma studies perspective on student positioning in schools. *American Educational Research Journal*, 51(1), 7-35.

For Mar. 29: Collaborative work in discourse processes

Volet, S., Summers, M., & Thurman, J. (2009). High-level co-regulation in collaborative learning: How does it emerge and how is it sustained? *Learning and Instruction*, 19(2), 128-143.

Hong, A., & Pearson, P. D. (2005). Learning: A process of enculturation into the community's practices. *Research in the Teaching of English*, 39, 226-232.

Storch, N. (2005). Collaborative writing: Product, process, and students' reflections. *Journal of Second Language Writing*, 14, 153-173.

Holmes, J., & Woodhams, J. (2013). Building interaction: The role of talk in joining a community of practice. *Discourse & Communication*, 7(3), 275-298.

For Apr. 5: Emotion, Motivation, and Discourse Practices

Cann, A., Cann, A. T., & Jordan, J. A. (2016). Understanding the effects of exposure to humor expressing affiliative and aggressive motivations. *Motivation and Emotion*, 40(2), 258-267.

Boice, B. (1997). Which is more productive, writing in binge patterns of creative illness or in moderation? *Written Communication*, 14(4), 435-459.

Kelly, J. R., & Barsade, S. G. (2001). Mood and emotions in small groups and work teams. *Organizational Behavior and Human decision Processes*, 86(1), 99-130.

Tal-Or, N., & Cohen, J. (2010). Understanding audience involvement: Conceptualizing and manipulating identification and transportation. *Poetics*, 38(), 402-418.

For Apr. 19: Discipline-specific discourse

Carter, M. (2007). Ways of knowing, doing, and writing in the disciplines. *College Composition and Communication*, 58(3), 385-418.

Ho, M. (2011). Academic discourse socialization through small-group discussions. *System*, 39, 437-450.

Richland, L. E. (2015). Linking gestures: Cross-cultural variation during instructional analogies. *Cognition and Instruction*, 33(4), 295-321.

Cook-Sather, A. (2006). Newly betwixt and between: Revising liminality in the context of a teacher preparation program. *Anthropology and Education Quarterly*, 37(2), 110-127.

For Apr. 26: Self-Directed Discourse

Svetieva, E., & Frank, M. G. (2016). Empathy, emotion dysregulation, and enhanced microexpression recognition ability. *Motivation and Emotion*, 40(2), 309-320.

North, R., J., Meyerson, R. L., Brown, D. N., & Holahan, C. J. (2013). The language of psychological change: Decoding an expressive writing paradigm. *Journal of Language and Social Psychology*, 32(2), 142-161.

Gere, A. R. (2001). Revealing silence: Rethinking personal writing. *College Composition and Communication*, 53, 203-223.